

**Title:** Everything & Nothing: capturing hearts, minds and credit at the Royal College of Art

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### Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand the key principles of curriculum design, particularly in the creative arts;
- Evaluate and mitigate risks in institutional change management projects;
- Design a consultation process that engages stakeholders in an open conversation about institutional policy and practice.

### Session Outline

This session will explore the outcomes of yearlong project to establish a common educational ethos and credit framework across all academic programmes at the Royal College of Art.

To date, the College has operated a light touch and devolved approach to curriculum design. This has enabled programmes to be highly individualistic. However, as the College has expanded, this approach has limited curriculum innovation, cross-disciplinary and interdisciplinary exchange and led to significant diseconomies of scale.

The project set out to engage staff and students in an open conversation about the fundamental principles and practices of a creative arts education. In doing so, it used appreciative enquiry methods (Cooperrider & Whitney, 2005) to establish a sustainable model of cross-disciplinary collaboration that reflected a diversity of 'core values and practices' (Pennington, 2003), each of which claimed to define the RCA.

This session will reflect on the lessons learnt from this process, and provides recommendations on how to plan a deliver an institutional change management project that uses the 'participatory approach' (Brown, 2014). It closely relates to the conference themes of *multi-disciplinary and multi-professional collaboration* and *building communities*.

## Session Activities and Approximate Timings

The session will reflect on questions such as

- How do you engage sceptical stakeholders in the consultation process?
- How do you make explicit the shared expectations of a creative curriculum?
- How do you balance institutional and programme-specific interests?
- How do you define what an education *isn't*?

Approximate timings:

- Introduction & context (5 minutes)
- Case study (10 minutes)
- Reflections & recommendations (10 minutes)
- Questions (20 minutes)

## References

Brown, Steven. (2014) You Can't Always Get What You Want: change management in higher education. Campus-Wide Information Systems.

Cooperrider, D. & Whitney, D. (2005) Appreciative Inquiry: a positive revolution in change. Berrett-Koehler Publishers, Inc. San Francisco.

Pennington, G. (2003) Guidelines for Promoting and Facilitating Change, LTSN Generic Centre. Available at: <https://www.heacademy.ac.uk/resource/promoting-and-facilitating-change> [Accessed: 8th September 2015].